



EDUCATOR ADVANCEMENT COUNCIL

AGENDA

Wednesday, March 20, 2019

9:00 a.m. – 3:00 p.m.

Oregon Department of Veterans' Affairs Building, Grande Ronde Room, Suite 350, 700 Summer Street NE, Salem, OR

Conference Call: (877)336-1828, public access code 8478084 (*listen only*)

Meeting Protocols

- ✓ All team members are equals and respected as such.
- ✓ The Chair calls on participants during discussions.
- ✓ Discussions are improved by self-assessing "*am I contributing too much or too little?*"
- ✓ We ask clarifying questions when needed and address issues, not individuals.
- ✓ Topics beyond the current agenda are captured to address in the future.
- ✓ Arrive early to begin on time.

Meeting Outcomes

- ✓ Review updated draft funding formula from Fiscal Model Work Group
- ✓ Begin discussions on implementation considerations
- ✓ Discuss proposed IGA amendment
- ✓ Review and finalize educator network definition
- ✓ Review recommendations from Supporting Novice Educators Work Group
- ✓ Review and discuss communications and messaging
- ✓ Discuss RFP updates and timeline

9:00	1.0	Welcome Remarks	Chair Oakes
	1.1	Roll Call	Debbie Green
		Agenda Review/Outcomes	Chair Oakes
9:10	2.0	Consent Agenda – Action Item	Chair Oakes
	2.1	Agenda Approval	
	2.2	Approval of February 27, 2019, meeting minutes	
9:15	3.0	Reports – Information Item	
	3.1	Interim Executive Director Update	Hilda Rosselli
	3.2	Chief Education Officer Update	Lindsey Capps
9:45	4.0	Public Comment	Chair Oakes
		• <i>Public members wishing to provide public testimony must sign in at the meeting.</i>	
		• <i>There will only be one speaker from each group.</i>	
		• <i>Each individual speaker or group spokesperson will have three (3) minutes.</i>	
		• <i>The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.</i>	
		• <i>Public comment may be made in writing and submitted to EACInfo@OregonLearning.org</i>	
9:55	5.0	Fiscal Model WG - Discussion Item	Matt Yoshioka

10:40	Break		
10:50	6.0	Implementation Considerations – Discussion Item	All
11:35	7.0	IGA Amendment – Discussion Item	Cheryl Myers
11:45	8.0	Educator Network Definition – Discussion Item	Jenna Schadler
Noon	LUNCH		
12:40	9.0	Supporting Novice Educators WG – Discussion Item	Melissa Wilk Ana Gomez
1:05	10.0	Communication Update	Hilda Rosselli
1:50	11.0	RFP Update/Timeline – Discussion Item	All
2:50	12.0	Closing Remarks	Chair Oakes
3:00	Adjourn		

***Next Meetings:**

- April 26, Oregon Department of Veterans’ Affairs, 700 Summer St. NE, Salem
- May 22-23, Oregon Department of Veterans’ Affairs, 700 Summer St. NE, Salem
- June 26, Oregon Department of Veterans’ Affairs, 700 Summer St. NE, Salem



Public Participation in Educator Advancement Council Meetings

During each Educator Advancement Council meeting, the agenda includes a “public comment” item. It is during this portion of the agenda the public may comment on an agenda item or an item related to the focus of the Educator Advancement Council.

As a public body, input is welcomed, appreciated and allows the Council an opportunity to listen. Due to agenda time constraints or the need to process the information received, they will not typically discuss or respond to questions immediately. If provided input is related to an action item later in the agenda, the Council may use the input during discussion or deliberation of that specific item.

If you wish to address the Council, please write your name and organization on the sign-in sheet prior to the designated public comment time. There will only be one speaker from each group and each individual speaker or group spokesperson will have three (3) minutes.

Thank you for your interest in the work of the Educator Advancement Council.

Unanticipated agenda items may or may not be included. All Educator Advancement Council meetings are open to the public and conform to Oregon public meeting laws. Accommodations requests should be submitted to EACInfo@OregonLearning.org (503) 373-1283 at least 48 hours in advance. To subscribe to meeting notices please register [here](#) or www.education.oregon.gov to find upcoming meetings and prior meeting materials.

EDUCATOR ADVANCEMENT COUNCIL MINUTES

Wednesday, February 27, 2019

9:00 a.m. – 3:00 p.m.

Broadway Commons, 1300 Broadway Street NE, Salem, OR

Present: Vice-chair Grotting, Lindsey Capps, Mark Girod, Bill Graupp, Martha Richards, Anthony Rosilez, Matt Yoshioka, Representative McLain

By Phone: Chair Oakes; Paul Andrews; Miriam Calderon; Christy Cox; Michelle Homer-Anderson; Ana Gomez; Belle Koskela; Marvin Lynn; Jenna Schadler; Laura Scruggs; Nick Viles; Melissa Wilk; Carmen Urbina, surrogate for Colt Gill; Marvin Lynn (joined at 11 a.m.)

Excused: Senator Roblan, Ken Martinez

Staff Present: Cheryl Myers, EAC Transition Director; Hilda Rosselli, CEO Educator Advancement Policy Director; Debbie Green, Executive Support

1.0 Welcome Remarks

1.1 Roll Call

Debbie Green conducted a roll call and determined a quorum was present.

1.2 Introductions, Agenda Review/Outcomes

Vice-chair Grotting welcomed the Council members and indicated we have a high number of participants on the phone due to inclement weather affecting road conditions.

2.0 Consent Agenda – Action Item

2.1 Agenda Approval

2.2 Action: Approval of January 23, 2019, meeting minutes

Martha Richards moved to approve the consent agenda as presented, seconded by Lindsey Capps. Motion approved unanimously.

Christy Cox left the call at 10:15 a.m.

3.0 Reports - Information Item

3.1 Staff Engagement Report

3.2 Design Institutes – both Redmond and Roseburg Design Institutes were rescheduled due to inclement weather. Jenna Schadler attended two of the meetings and shared an overview of engagement activities and excitement of the attendees. 90% of participants provided feedback and Julie Smith shared some of their questions and feedback. Further outreach is needed to encourage more educators to attend the remaining Design Institutes. We will post updated details for the rescheduled Design Institutes on the Chief Education Office website.

3.3 Legislative Update – Chief Education Officer Lindsey Capps acknowledged Secretary of State Richardson's passing. He provided directors with an update relative to areas of work being undertaken related to the EAC. The Joint Ways & Means Subcommittee on Education has previously reviewed the TSPC budget and has been hearing ODE's budget since February 20. The Subcommittee is working through descriptions of

various program areas as well as policy options requested through the Governor's budget which includes the Educator Advancement Council and Educator Advancement Fund. Public testimony is scheduled for March 6 on Early Learning and March 7 on K-12 education and the state school fund. The Subcommittee is looking at efficiency, organization and how to provide dollars in a prioritized way to all programs which will have the best outcomes for students in Oregon.

Marvin Lynn joined the call at 11 a.m.

3.4 EAC Follow-up Requests

Hilda Rosselli provided two documents for Council members:

- Lessons learned from STEM Hubs, Early Learning Hubs, and RAC's to help inform EAC's work
- Preliminary notes on anticipated technical assistance and coaching.

These documents will be included in the March EAC meeting for further discussion.

Hilda highlighted Work Group (WG) 3 listening sessions, including excerpts shared by educators of color. Hilda requested WG 3 members review this information closely for discussion at the next phone meeting to be scheduled soon.

4.0 Public Comment

No public comment.

5.0 Network Definition – Discussion Item

Jenna Schadler reviewed the process used by a small group of directors following the January meeting to finalize a network definition. Directors reviewed the definition provided in the meeting materials and additional feedback. Jenna will work with EAC Staff to refine and provide updated network definition at the March EAC meeting.

6.0 Fiscal Model Work Group Update – Discussion Item

Work Group Chair Matt Yoshioka and Assistant Superintendent of Finance and Information Technology for ODE, Rick Crager summarized the Fiscal Model Work Group progress to date and reviewed a draft funding model scenario. The Governor's Recommended Budget 2019-21 allocates \$61MM to the Educator Advancement Fund (EAF) proposed to include:

- Educator Network Formula Grants – dollars going to school districts
- Educator Network Capacity Grants (ten Regional Sponsoring Organizations)
- Early Learning Centers for Excellence
- Oregon Teachers Scholars Program
- Early Learning Education Development (HECC scholarships)
- Technical assistance/coaching grants
- Agency operations

The Council engaged in discussion of the draft scenario; the Work Group will utilize the feedback to prepare additional scenarios for the next meeting. Administrative Rules will be drafted prior to RFP issuance. EAC staff will collaborate with ODE to draft Administrative Rules in advance of stakeholder engagement. Staff will draft documents and update the process timeline.

LUNCH

Matt Yoshioka and Hilda Rosselli recapped the 6.0 discussion for directors on the phone.

7.0 Implementation Considerations – Discussion Item

Anticipated challenges

Day-to-day operations

Non-negotiables

At the last meeting, EAC Directors expressed a desire for small group work on these Implementation Considerations. Martha Richards moved to replace discussion on 7.0 with Directors identifying potential topics under each of the three areas with priorities identified and responses submitted to EAC staff, seconded by Matt Yoshioka. The motion passed unanimously.

8.0 Staffing Transition Process – Staff Recommendation Discussion Item

The Chief Education Office (CEdO) is EAC's administrative agent and will sunset as an agency on June 30, 2019; Lindsey Capps in his role as CEdO director responded to a Council request for a recommended staffing transition. His recommendation included an Interim Executive Director, a Transition Director, and an Executive Support to continue through August 2019. Directors would like to see draft position descriptions and further define the Interim Executive Director position. Tony Rosilez motion to approve the recommendation for an interim staff team including position description drafts was seconded by Mark Girod. Discussion ensued about positions, motion passed with 19 votes yes, one no vote (Paul Andrews).

9.0 Council Directors Term Renewal Date – Discussion Item

Vice-chair Grotting led a discussion to consider adjusting new Council Directors' term ending date to June 30th, following the school year cycle, instead of the current April 30th date. It has been determined that for those directors whose terms end in April, there are only two choices:

- Non-renewal
- Renew for a two-year term, understanding circumstances may prevent completion of a full two years

The Procedural Subcommittee will meet and bring forward a recommendation for further consideration. If they have not already done so, affected Directors should contact staff promptly with their intention.

10.0 EAC Working Agreement – Discussion/Action Item

10.1 Action Item: Approve EAC working Agreement

The Procedural Subcommittee Chair brought forward the recommendation to approve the EAC Working Agreement by the full Council. Martha Richards moved to adopt the EAC Working Agreement, seconded by Matt Yoshioka. No discussion; motion passed unanimously.

11.0 RFP Draft – Discussion/Possible Action Item

Feedback from section one has been incorporated into this revised version. Directors were each provided time to share RFP impressions and feedback. Directors were e-mailed a feedback sheet with the RFP earlier this month and were asked to return this to staff by Monday, March 4.

12.0 Closing Remarks

Adjourn @ 3:12 p.m.

DRAFT 3.18.19

Interim EAC Executive Director

- Provide leadership and administrative support to the EAC directors, staff, and partners ensuring implementation of the EAC vision, strategic plan, distribution of EAC funding, and support of Regional Educator Networks.
- Serve as the official point of contact on EAC matters.
- Direct overall inclusion of the Oregon Equity Lens in EAC endeavors.
- Convene the EAC Chair, Vice Chair and staff to plan and finalize EAC Council meeting agendas, activities, oversee and ensure adequate follow up on Council requests.
- Prepare and share an Interim Executive Director Report at each EAC meeting.
- Develop and maintain ongoing communication with EAC Regional Educator Networks and contractors to provide identified technical assistance and coaching.
- Regularly engage with all state agency heads regarding ongoing EAC efforts.
- Oversee collaborative agreements for shared services between the EAC and other state agencies and partners.
- Develop and oversee EAC budget and fiscal reporting of the EAC Fund in coordination with the EAC Vice-chair and Oregon Department of Education business office.
- Direct and approve all EAC communications, reports, and messaging.
 - Coordinate all messaging with the EAC Chair or Executive Committee.
 - Oversee compilation, reporting and communication of EAC Fund metrics and performance measures.
 - Communicate regularly with the Governor's Office, state legislators and legislative staff on matters related to the EAC.
- Coordinate alignment of EAC with activities reflected in the Oregon Educator Equity Act and oversee development of the annual Oregon Educator Equity Report.
- Oversee coordination of a biennial teaching and working conditions statewide survey and other research needs identified to support the EAC vision and implementation.
- Seek and identify opportunities to attract additional funding and resources for the EAC; where appropriate, collaborate on resource potentials with Regional Educator Networks.
- Staff EAC work groups, subcommittees and ad hoc projects as needed.
- Supervise and evaluate all EAC staff.

EAC Transition Director

- Provide administrative and policy support to the EAC.
 - Recommend actions to ensure EAC's compliance with its approved Policies and Practices Handbook.
 - Evaluate, analyze and recommend adjustments related to the EAC's governance framework and structure.
 - Assist Interim Executive Director in refining and maintaining EAC Strategic Plan.

- o Serve as a liaison for the EAC with legal counsel.
 - o Develop and recommend statutory and agency rule changes needed to support the EAC's work.
 - o Develop and maintain EAC memberships, responsibilities and onboarding materials.
- Staff EAC work groups, subcommittees and ad hoc projects as needed.
- Oversee internal and external equity and inclusion efforts for the EAC.
- Work with Regional Educator Networks and EAC staff to identify and compile success metrics or performance indicators to evaluate quality and effectiveness.
- Identify and develop budget requests affiliated with the EAC.
- Assist in drafting EAC reports, messaging, press releases and talking points, including copyediting.
- Assist in defining and implementing shared services between the EAC and other state agencies and partners.
 - o Coordinate transition of EAC activities and responsibilities pending sunset of CEEdO.
- Serve as Proxy for Interim Executive Director as needed.

EAC Research Analyst

- Analyze data and information to identify improvements to EAC operations.
- Inform and advise management and stakeholders on identified EAC key performance measures.
- Create detailed reports of findings on specific research requests from the EAC directors and staff.
- Simplify EAC results into presentations for use in public communications.
- Organize and store data for future research projects.
- Document all data and research procedures.
- Organize and conduct focus groups of project users.
- Coordinate implementation of biennial teaching and working conditions surveys.
- Create visual diagrams and documentation to help pinpoint root causes and solutions explored by EAC educator networks.
- Implement tests of processes, policies, and protocols as requested by Interim Executive Director.
- Identify and understand problems through forecasting, gap analysis, quantitative and qualitative reporting, research, and statistical analysis.
- Recommend EAC changes and improvements based on research findings to EAC staff and directors.
- Write reports, white papers, and other published documents as requested by EAC Interim Executive Director.

EAC Council Executive Support Specialist

- Coordinate scheduling, planning, and resources for all EAC Council meeting.
 - Assist in agenda setting, meeting logistics, and other special projects.
 - Ensure compliance of EAC and affiliated work groups with Oregon Public meeting rules.
 - Assist in meeting adherence with EAC approved policies and procedures.
 - Prepare official Council meeting and work group minutes.
 - Prepare all Travel Expense Detail Summaries (TEDS) for EAC Directors and staff ensuring compliance with state policy and agency procedures
 - Serve as support for rulemaking needed by the EAC.
- Serve as the first point of contact for the EAC with the public and other state educator groups
 - Compose EAC correspondence to the EAC directors and other stakeholders.

- Work with communications and EAC staff to coordinate formal messaging and external communication materials.
- Work with the ODE business office to ensure compliance with all procurement and budget reporting requirements.
- Maintain the EAC website, including making ongoing modifications for accuracy of information.
 - Create and maintain EAC filing and records retention for the EAC.



Educator Advancement Council

March 20, 2019

Docket Item #3.1

Docket Item: Staff Engagement Report

Date	Event Attended	Sponsoring Organization	EAC Staff Attending	Directors Attending
3/5	Ways and Means	Joint Ways and Means Committee for Education		Lindsey Capps Colt Gill
3/7	Public Testimony	Joint Ways and Means Committee for Education		Martha Richards (written) Melissa Wilk (written) Jenna Schadler (in person)
3/8	ORATE Conference	University of Portland	Hilda Rosselli	
3/11	Pendleton Design Institute	EAC	Hilda Rosselli Cheryl Myers	Matt Yoshioka
3/15	Albany Design Institute	EAC	Hilda Rosselli Cheryl Myers	Mark Girod Bill Graupp Melissa Wilk
3/18	Redmond Design Institute (rescheduled)	EAC	Hilda Rosselli Cheryl Myers	Michele Oakes Paul Andrews

Upcoming Events

Date	Event Scheduled	Sponsoring Organization	EAC Staff Attending	Directors Attending
3/22	Government to Government Education Cluster Meeting	Tribes	Cheryl Myers	Lindsey Capps
4/5	Roseburg Design Institute (rescheduled)	EAC	Hilda Rosselli Cheryl Myers	

**Content will continue to be updated and may not reflect the most current information by the time the Educator Advancement Council meets*



Educator Advancement Council

March 20, 2019

Docket Item #7.0

AMENDMENT #2 to EDUCATOR ADVANCEMENT COUNCIL AGREEMENT

1. This is Amendment No. 2 to the Educator Advancement Council Agreement originally signed on March 20, 2018 (as amended from time to time the "Agreement"), between by and among the Oregon Chief Education Office; the Oregon Department of Education; the Early Learning Division, the Oregon Teacher Standards and Practices Commission; High Desert Education Service District; and Beaverton School District (each a "Party" and collectively the "Parties").
2. This Amendment shall be effective on the last date the Amendment has been signed by every Party.
3. The Agreement is hereby amended as follows:
 - A. Once the completed applications have been submitted, the Standing Directors shall appoint seven (6) of the Rotating Director positions for an initial one-year term and (11) of the Rotating Directors for an initial two-year term. After the expiration of the initial Rotating Director terms, new Rotating Directors shall be limited to two (2) terms of two (2) years each and, if selected, shall be selected for any subsequent term using the same appointment process described herein. **Unless otherwise specified at the time of appointment, a Rotating Director term shall end on June 30 of the calendar year two years after the year of that Rotating Director's appointment.**
4. Except as expressly amended above, all other terms and conditions of the Agreement are still in full force and effect. The Parties certify that the representations, warranties and certifications contained in the original Agreement are true and correct as of the effective date of this Amendment and with the same effect as though made at the time of this Amendment.

THE REMAINDER OF THIS PAGE HAS BEEN PURPOSEFULLY LEFT BLANK.

The signatories to this Amendment represent and warrant that they have the power and authority to enter into this Amendment and perform the requirements described herein.

IN WITNESS WHEREOF the Parties have dated and signed this Amendment.

Chief Education Office

Date

Oregon Department of Education

Date

Oregon Early Learning Division

Date

Oregon Teacher Standards and Practices Commission

Date

High Desert Education Service District

Date

Beaverton School District

Date



UPDATED MARCH 2019

Definition of an EAC Educator Network

After our January EAC Meeting, a small group (Jenna, Martha, Hilda and Belle) came together to create a rough draft version of a definition. First, we took our elevator speeches and a definition from version 1 of part 1 of the RFP and identified words or phrases that we wanted to capture in our definition.

Group 1 Elevator Speech—A network is educators and partners (such as...) collaboratively engaging in a learning process around improving teaching and learning systems and experiences. Networks center equity, local context, teacher leadership and continuous improvement.

Group 2 Elevator Speech—An Oregon EAC Educator Network (Educator Advancement Network?) is a state funded diverse, cross job description group with educators at the center focused on learning to ensure the best outcomes for each student PK-12.

Group 3 Elevator Speech—A collaboration of local educators, community members, and stakeholders organized to improve the diversity, learning, and experience of the educator workforce by reshaping and strengthening systems of education to address the needs of local teachers. Networks will be flexible, equity-focused, and reach (impact) each educator across the state.

RFP Part 1, Version 1—Educator Networks are organized around local common problems of practice, either already in existence or newly formed by groups within or across regions who share a similar priority. As such those in an educator network operate as a community of practice. They identify shared goals and common measures. They leverage each other's (teachers) expertise, experience, resources or capacity, but localize how they achieve these goals. Networks can be organized within or across regions as long as they have a shared need and a sponsor. Participants can join a network because they want to be part of the focus area that was pre-determined by the sponsor organization. Sponsoring organizations can also engage districts in their region to elevate the focus area that the network should prioritize.

Next, we took all of the highlighted words and created an initial definition:

EAC Educator Networks are a collaboration of partners, such as local teachers, administrators, community members, and stakeholders, organized together in a learning process that holds educators at the center of their work. EAC Educator Networks have shared goals and common measures that aim to improve the diversity, learning, and experience of the PK-12 educator workforce by reshaping and strengthening systems of education to impact each educator across the state of Oregon. EAC Educator Networks leverage teacher expertise, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals. EAC Educator Networks put educators at the center of improving outcomes for all Oregon Students.

During the February 27th EAC meeting, we presented this definition and received feedback. Then we created a revised definition based on the feedback.

Notes from EAC Meeting on 2/27/19:

- Paul—1st and last sentence repetitive. Suggested we blend elements from last sentence into first...see notes.
- Mark Girod—common measures **within or across a network**? Michele—same concern. Carmen agreed.
- Mark—use of word – impact on **“each”** educator...Hilda asked about investing in long-term systems change with potential for impacting each educator...
- McLain—feels strongly about our obligation to **serve all educators**
- Christy--needs the language **"across the career continuum"** added somewhere.
- Belle—common measures and goals—needs work
- Michele—offered up: **Each educator network identifies shared goals**
- Marvin—concern about **“a learning process”** too passive. Suggested adjectives like **active** or **collaborative**.
- Laura—concern about using educators and teachers and wanting a definition of each. Are we talking about everyone who works with students.
- Nick—suggested teacher expertise **“and leadership”**. Importance of **cultivating community engagement**. Expand group of stakeholders: **parents, tribes. Public private partnership—does that need to go in.**
- Miriam-- **SENT THESE NOTES IN BY EMAIL.** Noted that the definition isn't inclusive of **infant and toddler teachers**. I would suggest saying early learning and K-12 educators. I do think the focus for the EAC in terms of alignment w/ early learning should focus initially on K-12 but I don't want to send a signal that infant and toddler teachers aren't educators or a part of the system we hope to impact in the future. I meant to say I think the right initial focus is focus on alignment of systems focused on pre-K teachers and K-12, but over time as we grow our work for infants and toddlers, I hope those educators are a part of this.

New version with edits based on feedback.

EAC Educator Networks are a collaboration of partners, such as local teachers, administrators, community members, and stakeholders, organized together in a collaborative learning process that holds educators early learning and K-12 teachers at the center of their work in order to improve outcomes for all Oregon students. In addition to metrics and outcomes identified at the local level, EAC Educator Networks may also have shared some statewide goals and common measures that aim intended to improve the diversity, learning, and experience of the PK-12 educator workforce. Thus, efforts of individual educator networks can help reshape and strengthening systems of education to impact each educator across the state of Oregon. EAC Educator Networks leverage teacher expertise and leadership, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals. EAC Educator Networks put educators at the center of improving outcomes for all Oregon Students.

Clean version of the above definition:

EAC Educator Networks are a collaboration of partners, such as local teachers, administrators, community members, and stakeholders, organized together in a collaborative learning process that holds early learning and K-12 teachers at the center of the work in order to improve outcomes for all Oregon students. In addition to metrics and outcomes identified at the local level, EAC Educator Networks may also share some statewide goals and common measures intended to improve the diversity, learning, and experience of the PK-12 educator workforce. Thus, efforts of individual educator networks can help reshape and strengthen systems of education to impact each educator across the state of Oregon. EAC Educator Networks leverage teacher expertise and leadership, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals.



Educator Advancement Council

March 20, 2019

Docket Item #10.0

Docket Item: Communications Update

DRAFT EAC STORY BOARD

3.13.19

EAC staff are preparing to release a variety of communications providing to the field on how the new Educator Advancement Fund will be operationalized during the 2019-21 biennium. The staff will work with a communications team to provide clarity through both written documents and interactive videoclips using the attached draft story board as a beginning step. (WORDS IN PARENTHESES POSE POSSIBLE VISUAL IMAGES FOR AN INTERACTIVE VIDEO TO BE DEVELOPED)

Two sample interactive videoclips illustrate one way in which the story board will be used to communicate the EAC vision and implementation plan with the field.

<https://www.youtube.com/watch?v=7c6qZdipbKc> a short Youtube video explaining how the Oregon Promise funding works.

<http://k12education.gatesfoundation.org/what-we-do/networks-for-school-improvement/> a short Youtube video explaining how the Gates Foundation has explained networks for school improvement

DRAFT STORY BOARD

Origin of the Educator Advancement Council

Since 2013, Oregon has dedicated a portion of the State School Fund to help the state reach its goal of high-quality, well-supported public educators in every classroom. (show outline of state and money)

Known as the Network for Quality Teaching and Learning, the resources funded a variety of initiatives including a state level mentoring project, district and

university partnerships to recruit and prepare new teachers, professional learning models guided by teacher voice, leadership development for administrators, and a biennial working conditions survey of school-based educators. (simplified chart of network investments)

The intent was to support educators at various stages of their careers as shown in this chevron:



However, the majority of the funds were only available to school districts through individual competitive grant projects which meant there were winners and losers. (buckets, sad face and happy face)

Smaller and more isolated districts, in particular, were often unable to dedicate time and resources to writing competitively for the grant funds (person, time, winning)

As a result, funding was distributed very unevenly across the state. (map showing funding in last biennium)

Additionally, the state lacked a systematic way to ensure educator voices were shaping and prioritizing the use of resources. (teacher hands raised but then fade away)

Some investments, however, demonstrated better and more sustainable outcomes where teachers and leaders worked collaboratively using data and information about the experiences of students, families and teachers to understand system barriers. (diverse people at the table together)

In 2016, the Governor sought recommendations on how the Network funding could be restructured to be less reliant on competitive grants and more reflective

of needs identified by the users and sensitive to local context. An advisory group of teachers, administrators and other partners convened for two years and provided Governor Brown 10 recommendations. (a generic list of 10)

The recommendations called for support for ALL novice teachers and administrators in their first two years in the profession, resources to address workforce shortages and a more racially diverse educator workforce, a shift towards culturally-responsive professional learning with embedded time and coaching beyond isolated workshops, more opportunities for teacher leadership, and more alignment of systems serving early learning professionals and K-12 educators. (could use phrases that appear and fade back)

The last recommendation was to form an Educator Advancement Council including teachers to coordinate funding through a transparent and accountable governance model based on input from local educators in defining their needs within their local contexts. (EAC structure)

As a result, Senate Bill 182 (2017) established the Educator Advancement Council (EAC). The 23-member diverse Council includes seven teachers along with administrators, community leaders, tribal representation, college of education deans and state agency leaders. In this way, the EAC is putting professional educators in the driver's seat to design a statewide system of support for teachers at all stages of their career. (steering wheel navigating through stages of career continuum)

Identification of Regional Educator Networks

The Council is charged with creating a system of "educator networks" in Oregon. Through a Request for Proposals in Spring 2019, the Educator Advancement Council will identify approximately Regional Educator Networks (REN) serving as Sponsoring Organizations and Fiscal Agents to ensure every district in the state has access to resources from the Educator Advancement Fund. (map of state with regions)

Each REN Sponsoring Organization will help facilitate design and implementation of improvement efforts throughout their school district in the region, receive and manage fiscal allocations for each school district and provide centralized coordination across networks within the region. They will also encourage other partners (such as philanthropy, higher education institutions, community

partners, business and industry) to contribute or participate via matched funds or in-kind resources, content expertise, capacity support, or as learners.

SB 182 emphasizes the importance of a full complement of voices in the Regional Educator Network with the formation of a Sponsoring Organization Coordinating Body to include a majority of teachers based in schools from different grades and content areas and who are reflective of the student demographics of the region. Other members should include school and district administrators, representatives from the local ESD, school board members, early learning providers, higher education partners, education-focused philanthropic organizations, community-based organizations and federally recognized tribes in the region.

The role of these Sponsoring Organization Coordinating Groups will be to:

- o Integrate local voices of teachers, families, students, and community,
- o Elevate equity-driven decision-making,
- o Connect improvement efforts across local school districts,
- o Leverage resources within the region,
- o Identify areas for the EAC to provide technical assistance, and
- o Coordinate communications and accountability for resources distributed.

How will the new system work?

Starting in the Fall of 2019, each Regional Educator Network will receive two years of block grant funding on behalf of each school district within the region based on a funding formula calculated on each school district's three-year averages of:

- o Licensed educators
- o Teachers and administrators new to their profession
- o Teacher retention rates, and
- o Diversity gaps between the racial demographics of K-12 students and the district's teachers

School districts will use some of their EAF funds early on to engage educators and partners in examining current systems intended to support educators at various stages of their career. Gathering insights from teachers will be a powerful first step in building systems from a user's perspective. (teachers at a table)

The goal should be to understand the root causes of why the system is working for some and failing others, in order to improve it. When the voices of students and their families are added to this collection of data, system improvements can consider a richer layer of experiences to drive improvements. (student and families)

Districts will use what they learn to develop their local plans with goals, appropriate success metrics and a design for using EAF resources to test out potential solutions using an improvement cycle. (local plan components)

Improvement Cycle



Each local plan will be shared with the REN enabling further leveraging of resources and coordination. For example, school districts may identify the same problems of practice and leverage combined funding to address common needs. Each REN will submit local plans to the EAC who will finalize approval and release of funding to support the local plans. The EAC will also respond to identified areas of support and technical assistance to be provided via the RENs. (lines connecting aspects of plans within the regional network)

Although funding will flow to meet local need and context, districts and organizations will be able to share learning and leverage resources within a region. (map of state connecting Idea bulbs)

Local networks will be supported by the RENs to locally and collaboratively solve systemic issues along the educator advancement continuum—leveraging capacity, expertise, and resources among participants. Through participating in networks, districts will use improvement processes, build capacity, identify system barriers, and test and measure the impact of solutions best serving their students and teachers.

What can school districts be doing in preparation?

School districts can start their planning this spring by convening educators and partners to discuss the way challenges appear in their specific district, school, or organization. They can use existing data, but also interview and gather additional information through stories to help better understand system barriers, uncovering root causes of a problem, from the perspective of those the system is aiming to serve. As they identify ways to redesign the system to fit the needs of the end users— teachers, students, families, and communities— bringing these users into the process of designing solutions will be critical because through a process of deeply understanding system variance and the experience of those being served, equity can be better operationalized and system improvement is more likely to be successful.

Once locally developed solutions are designed through an inclusive process, teams will begin small scale implementation running rapid, measured implementation cycles to collect data on the results prior to further testing across the entire district.

The EAC envisions that in this manner, all educators in Oregon can benefit from the EAF resources in ways that are sensitive to their own local needs and educator voice while benefiting from being connected to other networks and sharing what they are learning.

When educators are convened to identify, analyze, and solve problems through a systems approach, they are empowered to bring their expertise to the table and collaborate with their peers to make lasting systemic changes sensitive to the unique needs of the local context and to ultimately improve student learning.

Sign up to receive more information about the RFP and notices of all EAC meetings at this link: <https://oregon.us7.list-manage.com/subscribe?u=a47b05a8f1c8426cbfc2677ac&id=ebb722eac1>

Educator Advancement Council

March 20, 2019

Docket Item #11.0



On behalf of the



Request for Proposal

Educator Advancement Council Regional Educator Network

2019-2021

Grant Application Due Date: TBA

**Oregon Department of Education
Office of Learning
255 Capitol Street NE
Salem, OR 97310-0203**

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, sexual orientation, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Oregon Department of Education, 255 Capitol Street NE, Salem, OR 97310; Telephone (503) 947-5600; Fax (503) 378-5156.

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DRAFT

Educator Advancement Council Networks Request for Proposal

Check all numbering of
figures, charts and footnotes
Add reference and link to
Glossary

Teachers matter more to student achievement than any other aspect of schooling. Years of research on teacher quality continue to show effective teachers not only enrich the lives of students on a daily basis but their work results in increased student achievement. It's because of the important impact of teachers on student learning (Figure 1) that Oregon set aside dedicated monies in 2013 within the State School Fund to support and strengthen the education profession and ultimately, provide the quality education all students deserve.

As charged by the Oregon Legislature in SB182(2017), the Educator Advancement Council (EAC) is taking a critical step in improving how Oregon provides public school teachers, early learning professionals, and administrators with more equitable access to high-quality professional learning and support throughout their careers. During the 2019 legislative session, the EAC will make recommendations to the Oregon Legislature on the most effective use of the Educator Advancement Fund¹ to support and strengthen the education profession and ultimately, provide the quality education all students deserve. The EAC understands every educator needs support at multiple points along their career path to meet the needs of every student they serve.

Through this Request for Proposals (RFP), the EAC is seeking information from organizations and consortiums interested in serving as Regional Educator Network Sponsoring Organizations to support development of local educator networks throughout the state. Every school district will have the opportunity to develop and submit their local plans to the EAC via their respective Regional Educator Network proposing how they will:

- Support educators from recruitment through career advancement,
- Redesign professional learning systems driven by practitioner needs,
- Engage and empower teachers' voice on their needs as educators, and
- Provide access to the Educator Advancement Fund (EAF) for continuous improvement in our schools and classrooms.

I. Background

¹ Previously known as the Network for Quality Teaching and Learning Fund.

Figure 1. Teachers' Impact on Student Learning

- Educators are critical in helping Oregon students succeed. They are often the first to recognize and respond to students' needs.
- Educators and school leaders require time, resources, and support to develop effective, student-centered, culturally responsive practices tailored to individual student needs.
- Teachers need opportunities to identify what professional support they need to best engage and teach their students.
- Developing teacher leadership can improve expectations for professional learning and supports, enabling teachers and principals alike to work toward improvements in student learning.

Readers are encouraged to use the Glossary of Terms provided in Appendix XX to ensure common understandings of terms used throughout this RFP.

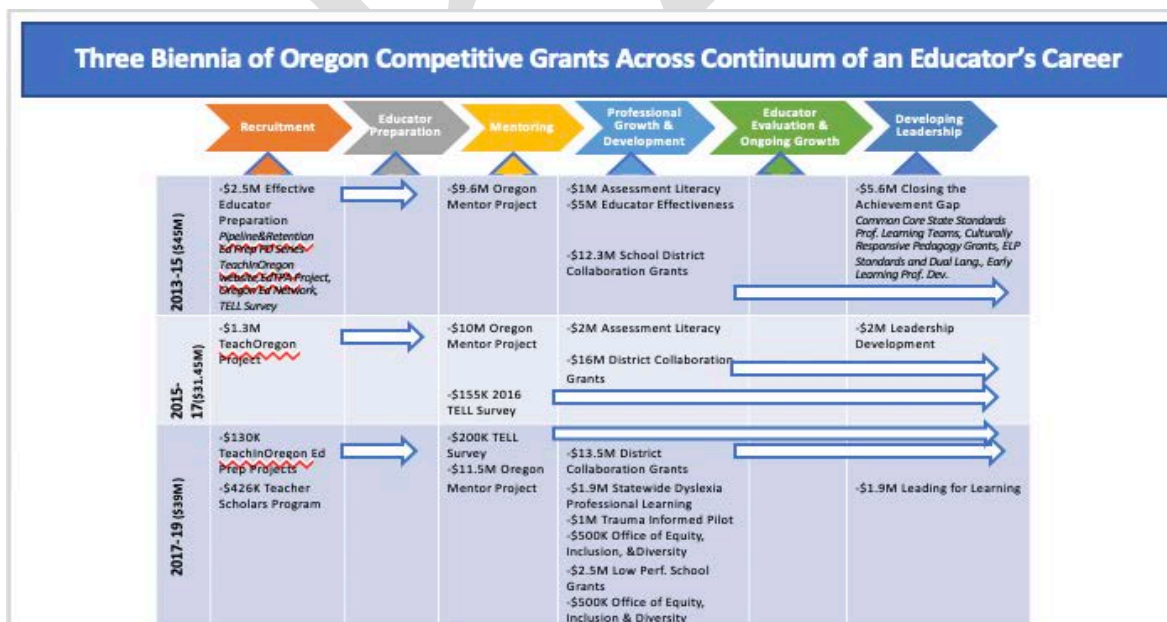
A. Original Legislation and Intent

In 2013, Oregon's initial Network for Quality Teaching and Learning (NQTL) was created as part of HB3233—a Strategic Initiative to ensure Oregon's public educators have the mentoring, professional development, and other support services needed to improve the quality of teaching and learning across Oregon. This foundational investment supported funding for three biennia of initiatives², primarily distributing funding through competitive grants. Overseen by a partnership between the Oregon Department of Education (ODE) and the Chief Education Office (CEdO), the overarching purpose of the original Network investment strategy was to:

- Support teachers and administrators through communities of effective practice that can improve student learning;
- Develop a culture of collaborative responsibility for advancing and supporting the profession of teaching that involves building level educators, district leaders, education service districts, state agencies, professional associations, nonprofit groups, and educator preparation programs and universities; and
- Strengthen recruitment, preparation, induction, advancement and support of educators (teachers, administrators, and counselors).

Figure 2 illustrates the level and type of funding provided through the Network for Quality Teaching and Learning over the past three biennia.

Figure 2. Three Biennia of Oregon Competitive Grants



² The funding level of the Network has been approximately \$40M each biennium. Additional funds included in the Governor's Recommended Budget would bring the total closer to \$60M.

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Based on feedback from many school districts, the Governor issued Executive Order 16-08 creating the Governor's Council on Educator Advancement in 2016 charged with bringing her recommendations on how Oregon could:

- Create **more** equitable access to resources across the state to address local educator needs and maximize local expertise;
- Set the stage for local innovation and flexibility to more effectively and equitably deploy collaborative, educator-led, and student-centered solutions to increase achievement and preparedness for the future; and
- Leverage state, federal and other resources through new partnerships between public education agencies, professional associations, higher education institutions and non-profit partners.

The Governor's Council on Educator Advancement members **adopted** four guiding principles outlined in Figure 3.

Figure 1. 2016-17 Guiding Principles for Council Recommendations



- **Equity Focused** Driven by the Council's commitment to closing educational opportunity gaps for all students, recommendations were examined using Oregon's Equity Lens³. Council members affirmed all educators should be prepared and supported to create welcoming and inclusive learning environments, engage students and families, and address institutional barriers or discriminatory practices that limit access for many students in Oregon's education system.



- **A Seamless System** Governor's Council members identified where fragmentation and silos could be eliminated and collaboration, efficiency, and effectiveness could be enhanced across educator preparation, licensing, employment and career advancement.



- **Empowering Teacher Voice and Leadership** One of the hallmarks of a true profession is involvement of those within the profession in determining the actual work and conditions that surround it. The Council believed policies intended to impact teachers can and should be vetted and improved by those most likely to be impacted. Opportunities for teacher leadership help elevate teaching as a desirable profession. Effective teachers afforded opportunities for teacher leadership are more likely to treat teaching as an attractive long-term career option. Effective teachers in leadership positions can help influence instructional practices in other classrooms to improve student learning⁴.

³ See Appendix B for more details on the Oregon Equity Lens.

³ Akert, Nancy & Martin, Barbara. (2012). The Role of Teacher Leaders in School Improvement through the Perceptions of Principals and Teachers. International Journal of Education. 4. 10.5296/ije.v4i4.2290.



- **Time to Support Professional Learning** Research is clear that professional learning is most effective when it is job-embedded and sustained over time rather than being a solitary event. Professional learning paired with time transfer of learning via follow-up, study groups, coaching, and reflection is associated with stronger impacts on teachers and student learning⁵. Research has also shown teachers perceive professional learning as most effective when it is sustained over time⁶. High-performing countries have added job-embedded collaboration time for teachers to observe in each other's classrooms to study teaching and work on common problems of practices⁷.

In November 2016, the Council issued a [full report](#) to the Governor with 10 recommendations outlined in Figure 4. The recommendations continue to serve as a foundation for anticipated changes resulting from successful implementation of Educator Networks from this RFP.

Figure 4. 2016 Original Council Recommendations to the Governor

- 1) Create and deepen partnerships between Pre-Kindergarten services, districts, community colleges and universities to promote interest in the teaching profession, coordinate teacher and administrator preparation efforts, and share data sets needed to achieve a high-quality pool of licensed professionals.
- 2) Streamline career pathways into teaching and provide financial resources and supports to achieve an educator workforce in Oregon that is more reflective of Pre- Kindergarten-12 student demographics.
- 3) Support all novice teachers with induction and mentoring supports during their first two years.
- 4) Provide all novice school administrators with induction and mentoring supports during their first two years.
- 5) Require state and federally funded professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning.
- 6) Expand model statewide to engage teachers and administrators working together to design and implement professional learning to improve student outcomes.
- 7) Support a seamless system of professional learning linking Early Learning providers with the K-3 public school systems.
- 8) Ensure the voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels.
- 9) Create opportunities to develop, enhance, and recognize teacher leadership.
- 10) Establish a statewide Intergovernmental Coalition to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources, and management of innovation funds.

⁵ Weiss, I. R., & Pasley J. D. (2006). *Scaling up instructional improvement through teacher professional development: Insights from the local systemic change initiative*. Philadelphia, PA: Consortium for Policy.

⁶ ⁴Garet, M., Porter, A., Desimone, L., Birman, B., & Yon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4).

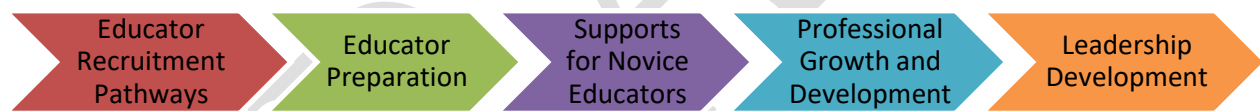
⁷ Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.

B. Continuing and Current Legislation

In 2017 the Oregon Legislature, in collaboration with the Governor’s Office and the Chief Education Office, passed [SB 182](#) which enacted mechanisms to implement the Report’s recommendations through a more equitable distribution of Network funds. As highlighted in Recommendation 10, SB 182 established an Educator Advancement Council through a public/nonprofit partnership with authority to recommend how the funds should be allocated to provide learning and supports for Oregon educators throughout their careers and highly effective culturally responsive professional learning.

The [members appointed to the EAC](#) represent educators, administrators, teacher preparation programs, [school board, Oregon tribes, early learning providers, philanthropy](#), policy makers, and community leaders from across Oregon who reflect the state’s rich regional and racial diversity. They are charged with establishing a system of [regional](#) educator networks across all areas of the state to offer educators [access to networks and](#) resources providing services and supports driven by educator needs across the full spectrum of an educator’s career. The EAC envisions this continuum stretching from the time individuals consider the education profession to career advancements as a teacher leader or school or district administrator as illustrated in Figure 5.

Figure 5. Educator Career Continuum. SEE CHANGE IN LAST CHEVRON



In summary, SB 182 specifically:

- Replaced the Network for Quality Teaching and Learning Advisory with an Educator Advancement Council charged with duties related to distributing resources for professional learning supports;
- Renamed the Network Fund to become the Educator Advancement Fund;
- Set into motion planning and development of educator networks across the state to:
 - Leverage resources from other partners; and
 - Be more responsive to local educator supports and professional learning needs identified by educators;
- Authorized Higher Education Coordination Commission (HECC) to establish and administer new scholarship funds through OSAC to support culturally or linguistically diverse teacher candidates in support of the Oregon Educator Equity Act;
- Defined responsibilities for CEo to provide support to the strategic direction of the Council by leading coordination across state agencies to:
 - Address any needed rule changes;

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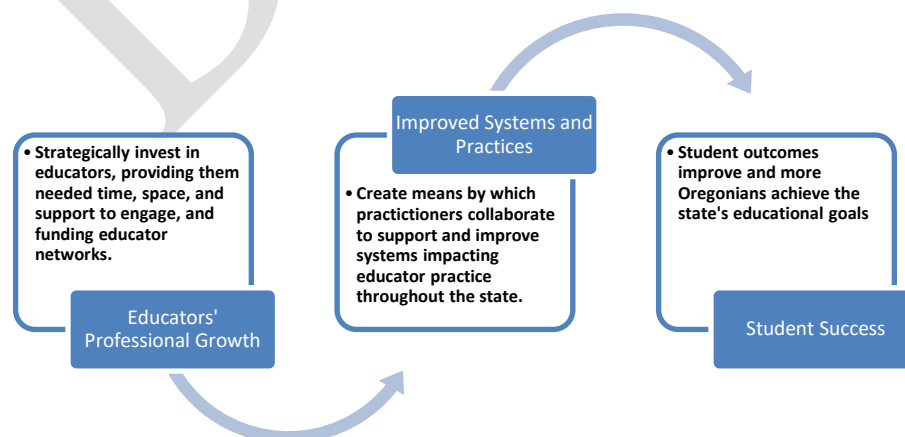
- o Conduct and coordinate research on Teaching and Learning Conditions, educator workforce supply and demand, and common measures for accountability; and
 - o Connect educator networks;
- Defined responsibilities for ODE to provide support to the strategic direction of the Council by:
 - o Developing a system for dissemination of emerging practices; and
 - o Providing technical assistance, including online systems for professional learning resources and educator networking; and
- Provided a mechanism to connect Early Learning Council (ELC) efforts to achieve a more comprehensive early childhood professional development systems that incorporate recruitment, preparation, induction, career advancement opportunities and support.
- Defined expanded roles for the Oregon Department of Education upon the sunset of the Chief Education Office in July 2019.

C. Theory of Action Driving the EAC Approach

The State of Oregon recognizes high quality, well supported, and culturally responsive educators in every classroom can unlock the potential of their students and help them succeed in school and beyond.

In the past, the state has offered competitive grants to school districts for professional learning and mentoring, which has resulted in sporadic efforts that have not reached all educators and geographic areas. The EAC aims to reverse this trend, by seeding system changes needed to make professional learning more effective and providing all public Oregon teachers and administrators **access** to support – from the time they are considering the profession to their first teaching job to becoming a school or district leader. The **Regional Educator Networks will help local school districts** engage educators in their community, identify local needs, and **help the EAC leverage and distribute state dollars in a noncompetitive way to support educators in serving their** students. Figure 6 illustrates a Theory of Action for EAC Educator Networks.

Figure 6. Theory of Action for Educator Networks



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The EAC's establishment of educator networks represents significant changes in the way the state supports educators and ensures access across every area of the state. The EAC believes this work is best situated where: networks are formed with multiple sectors in the community; practitioner voices help eliminate locally defined inequities; and where data and the experiences of practitioners are used for continuous improvement. To achieve these changes, the EAC has identified regions in the state and seeks to establish an EAC **Regional Educator Network to serve as a Sponsoring Organization/Fiscal Agent** to coordinate local educator networks, distribute funding based on a funding formula determined by the EAC, and coordinate network sharing to achieve the intent of SB 182 statewide. The EAC issued a Request for Information (RFI) in Fall 2018 and is using the results of that process to inform this Request for Proposals.

D. EAC Regional **Educator Network**

While the EAC recognizes the uniqueness that local context brings to system improvement work, they seek a regional approach for launching and supporting educator networks. Rather than developing grant contracts with 197 school districts, the EAC will use a smaller number of EAC Regional Networks (Figure 7) who have experience in convening partners, coordinating services across a region, managing state funds for identified purposes and who demonstrate a willingness to apply an equity lens, engage teacher voice in an ongoing manner, and support system improvement processes.

The EAC is using this RFP to identify EAC **Regional Educator Network to serve as Sponsoring Organizations/Fiscal Agents** ensuring all geographic regions in the state are

Figure 7. Key Definitions

EAC Regional Educator Network (REN)— an entity in a designated region of the state selected by the EAC **to serve as a Sponsoring Organization**. RENs convene a coordinating body **representing** educator networks in the region, serve as a liaison with the EAC regarding technical assistance needs of the region, assist in leveraging regional resources, **receive and distribute EAF funding to local school districts**, and help document network outcomes. An entity is eligible to sponsor an educator network if the entity:

- (a) Is a school districts, education service districts, nonprofit organizations, postsecondary institutions of education, federally recognized tribes of Oregon, or a consortium that is a combination of the identified entities and which includes a partner eligible to serve as a Regional Fiscal Agent.
- (b) Has demonstrated the ability to oversee the use of funds in support of professional development, mentoring or other direct supports to educators;
- (c) Has demonstrated a commitment to equity-driven policies and practices;
- (d) Has the capacity to coordinate services across the region served by the educator network;
- (e) Has demonstrated experience in developing and managing partnerships; and
- (f) Has, or agrees to establish, a coordinating body for the educator network

EAC Regional Fiscal Agent—A **Regional Educator Network able to perform** fiduciary responsibilities relative to EAC funding for the region. A fiscal agent may be a school district, education service district or post-secondary institution of education that is a member of an educator network.

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represented. Successful applicants will use tools and practices valuable in supporting the development and implementation of successful educator networks focused on system change and continuous improvement driven by teacher voice.

SB 182 emphasizes the importance of a full complement of voices in the Regional Educator Network with the formation of a Coordinating Body to include a majority of teachers (51%) based in schools from different grades and content areas and who are reflective of the student demographics of the region. Other members should include school and district administrators, representatives from the local ESD, school board members, early learning providers, higher education partners, education-focused philanthropic organizations, community-based organizations and federally recognized tribes in the region.

The role of these Coordinating Body will be to:

- o Integrate local voices of teachers, families, students, and community,
- o Elevate equity-driven decision-making,
- o Connect improvement efforts across local school districts,
- o Leverage resources within the region,
- o Identify areas for the EAC to provide technical assistance, and
- o Coordinate communications and accountability for resources distributed.

An EAC Regional Educator Network **could**, but is not required, to necessarily deliver direct programming to educators. However, a Regional Educator Network with deep expertise in an area could connect districts statewide to participate in a network focused on its expertise. Or a local school district working on a problem of practice or area of focus could connect with another school district forming a network outside of the region.

Prior to Fall 2019, each **Regional Educator Network** is expected to **assist local school districts in their region as they** convene and engage licensed teachers, administrators, and community partners in identifying how Educator Advancement funds would be used in 2019-21.

- The process **should** include district level analysis and discussion of its regional priorities, current projects, and needs based on reviews of TELL results, teacher focus groups, previous use of Title IIA as well as other Title funds supporting educator advancement. **Particular** emphasis **is** placed **on** determining whose voices should be engaged to better understand the problem of practice through focus groups, interviews, etc.
- Potential areas of work to be supported by the Educator Advancement Fund **in each school district** will be identified and mapped to areas of the educator career continuum.
- Each Sponsoring Organization will be expected to describe how they are braiding or leveraging funds to add to Educator Advancement funds (ESD services, use of Title funds, other grant-in-aid funds, partner contributions, and in-kind resources).
- Each Sponsoring Organization will help partners identify outcome metrics they are seeking to improve, e.g. number of teacher positions filled, diversity in educator workforce, number of new educators mentored, increased educator retention, policy

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shifts in how professional learning is provided, career advancement options developed for teachers, etc.

Still guided by the Educator Career Continuum (Figure 5), a Regional Educator Network might anticipate unique local school district plans in their region that start with unpacking local context and teacher needs potentially related to one or more of the areas of the Career Continuum.

Educator Workforce needs

- Gaps between racial and linguistic diversity of PK-12 students and the educators who serve them
- Pathways for high school students and school/district staff to become educators
- Fiscal barriers related to becoming an educator
- Pervasive system barriers around employment and retention
- Looming teacher shortages
- Educator attrition rates

Educator Preparation Partnerships

- Educator preparation efforts with the needs of school districts and creating innovative delivery models to improve access to avenues for licensure in the region
- Clinical experiences helping program graduates be classroom ready
- Culturally-responsive curriculum, pedagogy, and practices

Supporting Novice Educators

- Hiring practices, initial employment conditions, available resources, work load assignments and practices related to novice educator success
- Novice teacher and administrator needs
- Root causes for teacher and administrator attrition

Professional Growth and Development

- Ongoing professional learning needs driven by educator needs, differentiated, and tapping into local expertise
- School or classroom based professional learning integrated into the workday
- Culturally responsive professional learning and leadership development for educators, from early learning through K-12
- Learning for continuous improvement

Leadership Development

- Teacher voice and leadership in decisions impacting the profession

An EAC Regional Educator Network will also need to serve as a Fiscal Agent to receive and manage distribution of monies from the Educator Advancement Fund for the 2019-21 biennium on behalf of the school districts in their regions based on an EAC-approved formula or have an identified Fiscal Agent to serve in this capacity. In addition to a base level of funding, the

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formula is calculated on three years of data on educators in each school district within the region to include:

- Number of licensed educators
 - Teachers and administrators new to the profession,
 - Teacher retention rates, and
 - Gaps in educator workforce diversity and the demographics of the students enrolled.

Each identified Regional Educator Network will be eligible for a Capacity Grant to carry out defined responsibilities but will be expected to identify ways to leverage existing regional resources and identify in-kind contributions from partners to maximize the impact of the EAC Fund in the region. Upon receipt of funds, each EAC Regional Educator Network will serve as a liaison between the EAC and local school districts and their partners. The level of funding estimated for each district by region can be found in Appendix C.

E. Characteristics of Effective Educator Networks

The Chief Education Office and the Educator Advancement Council studied best practices before designing this Request for Proposals, using a Prototyping Study of existing educator networks. The study investigated a variety of models (regional, rural, theory of change, etc.), capturing promising practices, lessons learned, identified barriers, additional funding opportunities (federal, private), and possible local partners with strong and diverse educator voice. The EAC is using characteristics outlined in [Prototyping Study](#) to define expectations for how sponsoring organizations and networks will be expected to function.

Educator networks set their goals based on a deep understanding of how the current system is operating from the viewpoint of those it aims to serve. Networks do not organize around a solution, a program, or an initiative, but around improving specific systems of support for educators along the educator advancement continuum.

Educator networks improve systems along the educator advancement continuum including:

- Educator Recruitment Pathways
- Educator Preparation
- Supports for Novice Educators
- Professional Growth and Development
- Leadership Development

By focusing on system improvement, networks will sustain changes and better leverage resources as often changes can not result in improvement if the workplace does not possess a culture that values testing, systems knowledge, and change.

What are Common Characteristics of Successful Networks?

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Successful networks

- Networks are adaptive and flexible.
- Promote shared learning
- Use a process of continuous improvement
- Are informed by local needs and set within local systems/context
- Hold equity as a foundational value
- Leverage financial and human capital resources
- Support learning and implementation
- Encourage teacher voice and shared leadership
- Develop clear measures and accountability



Educator Networks are developed and supported through the following three phases:

Phase 1: Understanding local context

- Collect/review local data to understand need
- Identify user groups and design team
- Establish relationships between sponsor organization, network teams and EAC
- Collect empathy data through stories that help better understand system barriers

Phase 2: Prioritizing Goals

- Prioritize and select local goals
- Identify outcomes and success metrics
- Examine alignment across district and network strategic plans
- Develop stakeholder feedback loops to inform strategic process

Phase 3: Continuous Improvement

- Establish plan, do, study, act (PDSA) cycles with network teams
- Continue coaching across educator network
- Connect educator networks across common needs and understandings
- Implement stakeholder feedback loops

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The EAC is prepared to identify technical assistance sources to support Regional Educator Networks in modeling and sharing tools and processes useful in each phase of system improvement. Participants in EAC sponsored Design Institutes held during the months of February, March, and April 2019 have been gaining hands-on experience using some of the resources outlined in Figure 8.

Figure 8. Sample Tools and Processes for System Improvement

Empathy Data-- Empathy is the ability to understand and identify with another person's context, emotions, goals and motivations. Gathering empathy data requires consciously listening to voices of those for whom systems may not be working. For example:

A design team carefully ensures that its membership reflects educators with different perspectives and experiences: brand-new teachers, for example, who are traditionally left off design teams because they were “too new.” Having diverse perspectives at the table can offer powerful insights and stories traditionally overlooked.

Fishbone Diagram-- A fishbone diagram, also called a cause and effect diagram or Ishikawa diagram, is a visualization tool for categorizing the potential causes of a problem in order to identify its root causes. For example:

Before implementing a known solution for supporting novice educators, a design team explore what other factors related to job placement and assignments create additional barriers for novice educators.

F. Equity

EAC Regional Educator Networks are expected to incorporate and adopt the principles of Oregon's [Equity Lens](#). The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure we are actively making progress and correcting where there is not progress.

Through this Equity Lens, the Educator Advancement Council considers the creation of strategic opportunities for educational equity and excellence for every child and learner in Oregon. Simply stating adherence to an equity mindset is not enough...the EAC expects successful applicants to deploy knowledge and experience in systemic equity work and/or demonstrate an eagerness

WHAT DOES EQUITY LOOK LIKE...

Be sure and include historically underserved users as you seek to understand your systems. Gather stories from people who do not represent the historically dominant culture such as students of color, families for whom English is not their first language, or LGBTQ teachers. Understanding people in historically underserved groups helps you uncover insights that may not be as obvious through a dominant culture lens. If we concentrate only on “average” users, we are likely to only confirm what we already know, rather than learn something new.

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to learn and receive coaching. The Equity Lens provides twelve core beliefs fueling opportunities to bolster success for diverse student populations across the state. The beliefs most pertinent to the work of this grant are included in Appendix B.

SAMPLE QUESTIONS EXPECTED TO GUIDE THE WORK OF EAC REGIONAL SPONSORING ORGANIZATIONS

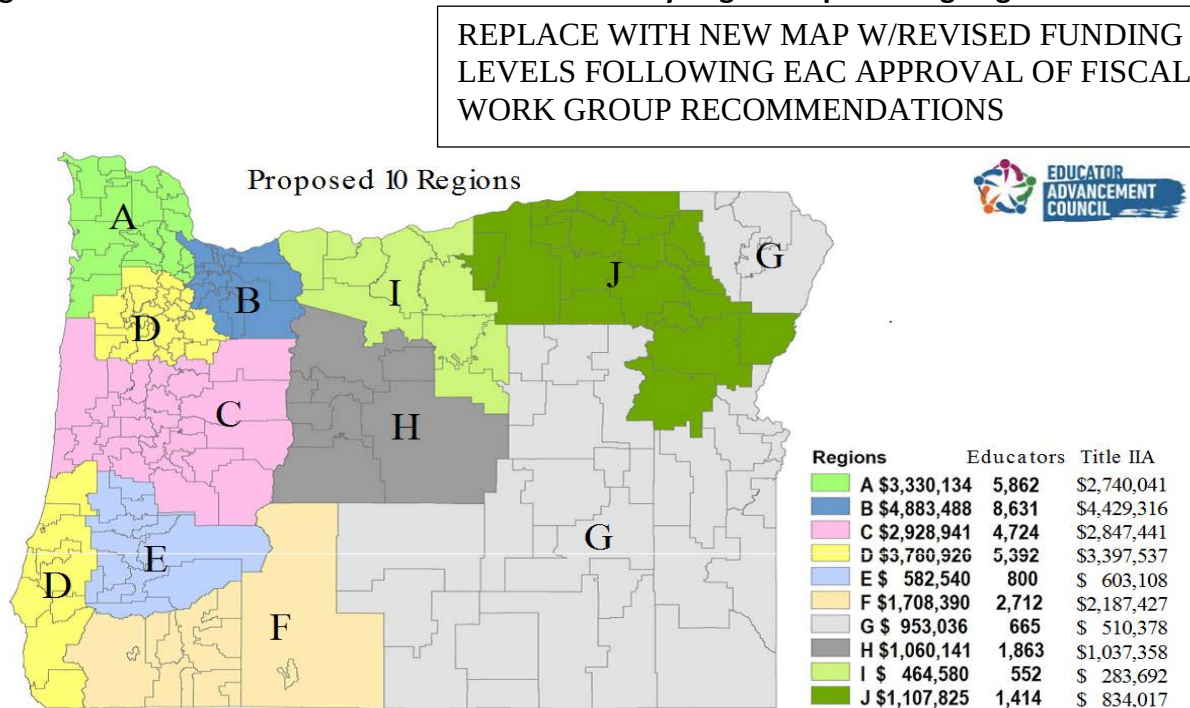
1. Reflecting on the existing data and demographics of the region to be served, who are the racial/ethnic and underserved groups affected **by current practices**? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the **proposed** decision being made worsen **or improve** existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance the 40/40/20 goal?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity, and native language?
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in culturally responsive instruction?

II. General Information

A. Purpose.

The purpose of this RFP is to identify EAC Regional Educator Networks in the state willing to engage educators and their community partners to identify local professional learning needs and educator supports across the career continuum **for each school district in their region**, manage and distribute EAC funding, coordinate, and report on outcomes from state investments. **Each REN will also help facilitate design and implementation of improvement efforts within school districts in their region. They will also encourage other partners (such as philanthropy, higher education institutions, community partners, business and industry) to contribute or participate via matched funds or in-kind resources, content expertise, capacity support, or as learners.**

Using results from the results of the EAC Request for Information, the EAC has considered potential regions as shown in the map in Figure 9 to serve all school districts in the state; however, responses to this RFP will test the initial assumptions around regions with adjustments as needed by the EAC.

Figure 9. Potential Areas of the State to be Served by Regional Sponsoring Organizations

Effective educator networks set their goals based on a deep understanding of how the current system is operating from the viewpoint of those it aims to serve; thus, the EAC **Regional Educator Networks** must be willing to:

- o As described in SB 182, form a coordinating body, composed of 51% teachers, and equitably representing school districts and other partners in their region including community-based organizations;
- o Learn how to use process tools needed to fully engage teachers, administrators, and partners in unpacking their current and respective systems supporting educators and to use tools that unpack root causes of as they participate in Phase 1 of Network Implementation;
- o Learn how to differentiate support needed by School Districts in their region as they move into Network implementation; and
- o Embrace coaching to help facilitate the three Phases of Network implementation identified by the EAC and outlined in Figure 10.

Figure 10. Phases of Network Development

Phase 1	Phase 2	Phase 3
Understanding Local Context	Prioritizing Goals	Continuous Improvement
• Collect/review local data to understand need • Identify user groups and design team • Establish relationships between sponsor organization, network teams, and EAC • Collect empathy data	• Prioritize and select local goals • Identify outcomes and success metrics • Examine alignment across district and network strategic plans • Develop stakeholder feedback loops to inform the process	• Establish plan, do, study, act (PDSA) cycles with network teams • Continue coaching across educator network • Connect educator networks across common needs and understandings • Implement stakeholder feedback loops

B. Facilitating Development of Local Educator Network Needs

The EAC does not seek to fund efforts initially organized around a solution, a program, or an initiative. Instead they are seeking to fund a process by which local Educator Networks seek to understand root causes in order to improve specific systems of support for educators along the educator advancement continuum. This requires the active engagement of practitioners who understand how critical these efforts are to their efforts to support student learning and who value taking the time to hear from students, their families, community-based organizations, and other educators who are impact student learning for all students in a school or district.

WHAT DOES TEACHER VOICE LOOK LIKE...

Teachers feel empowered when invited into a partnership that invites them to co-explore a problem, consider solutions and design implementation. Including teachers with diverse experiences can contribute to a richer understanding of any system intended to impact the profession. Diverse perspectives, experiences, and leadership must be prioritized. For example, skilled veteran teachers can draw upon deep experience, but may have forgotten what it was like to learn their way into the profession.

A successful EAC Regional Educator Network will demonstrate the willingness to engage local partners in processes to help uncover potential system changes sensitive to local context, local quantitative data including TELL results, relevant Title and state SIP plans, and qualitative data in the form of narratives and anecdotal evidence gleaned from teacher focus groups and individuals for whom previous efforts were unsuccessful.

School districts within EAC Regional Educator Networks will have access to technical assistance and coaching to:

- Support innovation and system improvement at any stage of the educator career continuum;

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- o Create awareness and shared commitment to alignment of systems that strengthen supports for early learning professionals working in public school settings;
- o Model a culture respectful and conducive to the enhanced role teacher leaders need to play in decision making on practices impacting the profession;
- o Nurture and sustain collaborative responsibility among all stakeholders to elevate and advance the education profession;
- o Increase access for educators to highly effective professional learning supporting culturally responsive teaching
- o Design professional learning guided by the needs of educators, led by those with classroom teaching expertise, and followed with time and coaching to apply new learning.
- o Collect user data across participating districts or organizations to deeply understand their focus area;
- o Design and implement high quality and localized change ideas; and
- o Measure implementation and progress towards their goals.

WHAT DOES TEACHER LEADERSHIP LOOK LIKE...

In N Clackamas School District, teacher leaders have been asked to help facilitate district Professional Development. They are trained, supported and compensated for their expertise. The district continues to explore authentic ways to engage teacher leaders regularly on committees and through participation in district level meetings. For example, teachers and administrators had equal voice at the table to create a new evaluation system for the district and all decisions were made by consensus.

C. Grant Logistics.

The Educator Advancement Council staff will work with the Regional Educator Networks to:

- (1) Provide EAC Regional Educator Networks access to technical assistance and coaching.
- (2) Help Regional Educator Networks facilitate exchanges of best practices and shared expertise.
- (3) Help connect and facilitate sharing between local Educator Networks focused on specific issues of practice.
- (4) Provide ongoing communication and updates on all EAC Regional Educator Networks in the state.

D. Eligibility

An EAC Regional Educator Network can be a school district, education service district, nonprofit organization, postsecondary institution of education, federally recognized tribe of Oregon, or a consortium that is a combination of the identified entities and which includes a partner eligible to serve as a Fiscal Agent performing fiduciary responsibilities relative to EAC funding for the region. A fiscal agent can be a school district, education service district or post-secondary institution of education that is a member of an educator network.

E. Grant Requirements.

EAC Regional Educator Networks are expected to:

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- Model and assist school districts in processes for engaging licensed teachers, administrators, and community partners in identifying how Educator Advancement funds would be used in 2019-21 biennium;
- Establish, a coordinating body for the region that includes:
 - (A) A majority of educators who are based in schools from different grades and content areas and who are reflective of the student demographics of the region served by the educator network; and
 - (B) Members representing state agencies, school districts, education service districts, early learning providers and professionals, school board members, educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and federally recognized tribes of this state;
- Host and help facilitate technical assistance to school districts in the region;
- Receive, hold in trust, and distribute Educator Advancement Funding allocated to school districts in the region;
- Show how local and regional resources are braided or leveraged to add to Educator Advancement funds (e.g. use of Title funds, ESD services, other grant-in-aid funds, partner contributions, and in-kind resources); and
- Help School Districts in the region identify and document local outcome metrics. In addition, the EAC may identify common statewide metrics such as: the number of teacher positions filled, diversity in educator workforce, number of new educators mentored, retention of educators, policy shifts in how professional learning is provided, career advancement options developed for teachers, etc.

WHAT DOES A COORDINATING BODY LOOK LIKE...

Each region's coordinating body will bring local educator voice to the table, ensuring that planning for the regional supports are considering the needs of educators impacted. Members will be able to attend technical assistance events and provide input on implementation decisions for supporting local educator networks in the region.

F. Use of EAC Regional Educator Network Capacity Grants

Each selected EAC Regional Educator Network will receive a Capacity Grant for operations and must be able to spend funds according to acceptable accounting procedures and be able to provide evidence of such procedures. All funds will be provided through the Electronic Grants Management System (EGMS). Costs must be necessary and reasonable to carry out Regional Educator Network functions and not prohibited under State or local laws.

Reasonable costs will not exceed that which would be incurred by a prudent person, are ordinary and necessary for the operation of the program, and represent sound business practices. Lack of documentation is a primary reason for audit findings. Documentation must be available to support all expenditures and may be requested by the Oregon Department of Education at any time.

Proposals awarded under this RFP will be funded for eligible expenses incurred through June 30, 2021. Under specific ODE guidelines, awardees may submit for an advanced payment of

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awarded funds for summer activities occurring between July 1, 2021 and September 30, 2021. **PROCUREMENT OK WITH THIS?** Awardees will be required to submit an updated proposal to ODE that outlines anticipated summer expenditures no later than April 1, 2021. The proposal should be based on activities already identified and budgeted for and should use only remaining grant funds. **No additional funds will be awarded for summer activities and any funds not expended by the awardee will need to be returned to ODE after September 30, 2021.**

Note – Indirect rates will not apply for this RFP as each entity will already receive a Capacity Grant for operations and is expected to also demonstrate in-kind contributions or donations of time, resources, and expertise from other sources.

EAC Regional Educator Network Capacity Grants may not be used for:

- Costs associated with writing this proposal.
- Contractual obligations that extend beyond June 30, 2021, or began prior to the award date.
- Purchase of equipment that becomes the property of any individual or organization other than eligible project partners or recipients.
- Purchase of services for personal benefit beyond the Network functionality.
- Support for travel to out-of-state professional meetings/conferences unless the meeting is identified in the proposal and attendance will directly and significantly advance the project.
- Purchase of office equipment unless directly linked to outcomes.

G. Assurances. **KEEP CREATIVE COMMONS LICENSE?**

By signing the assurances included in this application, products and materials created as a result of an EAC Regional Educator Network Grant will be made available for unrestricted reuse and recombination according to the following Creative Commons licensing agreement: [Creative Commons licenses](#). In addition, public school districts, educational service districts, public charter schools, community colleges and public universities, business, industry and community partners agree to cooperate with ODE and CEdO to collect and report on any data to the extent that it is possible.

H. Scoring. **ARE THESE THE RIGHT REVIEWERS?**

All applications will be scored by a review committee using the scoring criteria provided in this document. Each application will have at least three reviewers, **including one teacher**. When possible, each proposal will be scored by a mix of reviewers including: Educator Advancement Council directors, staff from the Chief Education Office, the Department of Education, the Early Learning Division, the Teacher Standards and Practices Commission and former Governor's Council Advisory Group members. No direct applicant or others with a conflict of interest will be accepted as a reviewer.

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After scores are compiled, the Educator Advancement Council will make final recommendations based on the funding requirements established in the Oregon Legislative Budget Notes for the Educator Advancement Fund, proposal alignment to the elements specified in SB 182, and geographic coverage.

I. Appeals

The Oregon Department of Education will notify both successful and unsuccessful applicants and will provide a summary of comments and suggestions related to their applications. Applicants will have one week from the date of the notification letter to contest the decision-making process, not the decision. Details on how to appeal will be included in the funding notification. Once appeals have been considered, the award decisions made by the Deputy Superintendent are final.

III. Application Process

A. Timeline with Critical Information. **DATES TO BE DETERMINED PENDING EAC APPROVAL**

Dates	Activities
April XX, 2019	Request for Proposals (RFP) available
April XX, 2019	An RFP Technical Assistance Webinar will be offered. Click here to join. If you are unable to join the webinar, contact Hilda Rosselli .
XX, 2019	<i>Applications due to ODE by 2:00PM PST</i>
XX, 2019	Notification
????	Final Notification
September, 2019 ????	Award Period begins
TO BE ANNOUNCED	Technical Assistance by request and as determined by EAC staff (provided throughout the 2019-2021 biennium)
?????	Statewide EAC Regional Educator Network Convening (tentative dates)
April 24, 2020/April 30, 2021	All Network information for annual updates submitted to the EAC
May 22, 2021	EAC Regional Educator Networks final outcome metrics due to EAC
May 29, 2021	EAC Regional Educator Networks receive EAC assessment of Outcome Metrics
Monthly Communication	Conference calls to be scheduled by EAC staff

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Dates	Activities
April 1, 2021	Notice of intent to use funds during the summer of 2021
June 30, 2021	Last day to expend funds
August 13, 2021	Last date to draw funds (note: EGMS shutdown approx. two weeks to update index numbers late July/early Aug)
August 31, 2021	Final EAC Regional Educator Network reports due

B. Required Application Sections

- (1) **Application Cover Page** – Complete and include the form provided in Appendix B
- (2) **Statement of Commitment**– Provide a completed Statement of Commitment provided in Appendix B from each school district(s) and/or Educational Service District/s included within the Regional Educator Network.
- (3) **List of Additional Partners** – Complete and include this form provided in the appendix to include examples of community-based organizations, federally recognized tribe/s of this state, higher education institutions, philanthropic organizations, municipalities, non-profit organizations, etc.
- (4) **Application Narrative** – Please refer to the Application Narrative guidance in the following section. This section may not exceed 16 pages (not including budget narrative, worksheet and partner commitments).
- (5) **Budget Worksheet and Budget Narrative** – The budget worksheet should clearly reflect reasonable costs associated with the EAC Educator Network development and functionality. Budget worksheets are provided in Appendix C. The budget narrative should provide clarity to the budget worksheet by describing how the amounts in the worksheet were determined. Major single expenditures should be itemized and linked to specific operations of the Educator Network.
- (6) **Appendix** – Not required, however, any supporting charts, graphs, and tables may be placed in the appendix and referenced in the Grant Narrative.

C. Format and Application Instructions for Submission

- 12-point font, Times New Roman
- Double spaced
- 1-inch margins on the sides, top, and bottom of 8½" by 11" paper
- 16 page narrative maximum, (excluding: cover page, statement of commitments, assurances, budget worksheet and budget narrative)
- No faxed applications
- Numbered pages
- Name the file in this format: **The organization** it is being submitted from, **underscore**, and **EAC Regional Educator Network Grant**

An electronic version of the 1) completed application, 2) a scanned copy of the signed Statement of Assurances and 3) Statement of Commitment, in Word (.doc or .docx), or a PDF

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format must be received by **2:00 pm on April 30, 2019**. Please use the Secure File Transfer Process outlined below to submit the electronic version of the grant application.

Secure File Transfer Process – An electronic version of the complete application must be submitted to ([EMAIL](#)) using the Secure File Transfer system available on the [ODE District Website](#). Follow the instructions provided on the secure file transfer website. Multiple files must be compressed (zipped) into a single folder for submission. Only complete applications submitted by the due date will be scored. Contact the ODE helpdesk at 503-947-5715 if you need assistance with the Secure File Transfer Process.

IV. Application Narrative

Please complete the following:

The purpose of this RFP is to award successful applicants to **serve as** an EAC Regional Educator Network. Successful applicants of this RFP will articulate:

- A compelling need for an EAC Regional Educator Network in a particular region of the state;
- A clear vision as to the intended purpose and desired outcome as a result of collaborative regional planning;
- A commitment to fully understanding the fundamental characteristics of systems in need of improvement;
- Capacity and willingness to participate in technical assistance and coaching in order to authentically engage educators in defining regional needs for EAC funding; and
- An inclusive equity-driven community engagement process.

(A) Vision and Mission (No more than 6 pages in length.)

- Identify all school districts, ESDs, early learning providers, postsecondary institutions, a federally tribe/s recognized in this state, community groups, professional associations, non-profit organizations, philanthropic organizations, and other partners involved in your proposed EAC Regional Educator Network.
- **How is the EAC Regional Educator Network applicant** critical to the region being served?
- What educator related needs and challenges have already been elevated in the region? In particular, address issues of any historically underserved and underrepresented population. Provide relevant educator data relating to those needs.
- What are the hoped for changes you hope to see as a result of serving as EAC Regional Educator Network?
- To what degree has your organization already been engaged in continuous improvement processes to accelerate learning and address problems of practice?
- What unique assets, resources, and characteristics of the region will enable your EAC Regional Educator Network to be effective?
- What additional partners and stakeholders will be recruited for the long-term sustainability of this EAC Regional Educator Network?

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- What is the relationship between your proposed EAC Regional Network and other regional efforts? (e.g., educator preparation partnerships, early learning hubs, STEM hubs, or other regional networks, etc.)
- Describe the existing relationship status with the school districts you propose to serve.

(B) Governance (No more than 4 pages in length.)

- What will be the operating structure of your EAC Regional Educator Network, including: staffing, committees, distributed functions across partners, and partnership agreements?
- The EAC recognizes the importance of a lead staff member for each Regional Educator Network and cautions against too much distributed leadership FTE. Describe the qualities and experiences that proposed lead for the EAC Regional will need to demonstrate related to:
 - Group facilitation skills and shared decision making
 - Collaboration with multiple partners
 - Demonstrated commitment to equity
 - Community engagement
 - Project management skills
 - Experience using continuous improvement processes
- What is your plan for establishing a Coordinating Body per SB 182?
- How will teacher leaders be engaged in the governance structure?
- What convening processes will be used to engage a Coordinating Body to guide and focus of your EAC Regional Educator Network?
- Describe your capacity to receive, hold, distribute and account for funding efficiently and effectively.
- How will you retain fund supervision and control to ensure funds are used strictly for the network purposes, document use of funds, and provide reports to the EAC on their use?
- Describe your experience in developing and managing partnerships.
- Successful EAC Regional Educator Networks need to consistently manage multiple partner efforts and programs with a commitment to using relevant data for continuous improvement. What processes and key performance indicators will be used to assess, and to improve, the quality of services provided by the EAC Regional Educator Network?
- What is your plan for regular communication and engagement with external and internal stakeholders? How will partners be engaged and focused on the work?
- Attach any proposed partner agreements in the appendix.
- Include a list of the partners directly involved in the development of this proposal. Describe the roles the individuals represented and the approach taken to ensure the work is educator and equity-driven.

(C) Equity (No more than 2 pages in length.)

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- How has your entity demonstrated a commitment to equity-driven policies and practices? How do you envision this commitment be enacted within the proposed EAC Regional Educator Network?
- To what degree will your Coordinating Body include culturally and linguistically diverse educators, parents, students and community advocates?
- Describe and reflect on the demographic data trends of your region, including the gap between diversity of the educator workforce (race, ethnicity, linguistic, and gender) and the students being served in the region that this Regional Educator Network must consider within their work.
- Identify elements contributing to regional educator hiring and retention data.

(D) Participation in Technical Assistance (No more than 2 pages in length.)

- To what extent has your organization engaged in technical assistance to learn how to apply tenets of continuous improvement processes to unpack root causes of problems of practice with educators at the table?
- To what extent has your organization engaged in equity audits to ascertain needed areas of technical assistance or coaching?
- How do you anticipate benefiting from participating in ongoing technical assistance (TA) and coaching for EAC Regional Educator Networks?
- How have you worked to build relationships with existing or emerging educator networks in your region? In particular, please describe processes you have used to authentically engage and elevate teacher voice.

(E) Budget Narrative (No more than 2 pages in length.)

- Describe how the amount in each line item of the budget was determined.
- Identify roles and responsibilities for each individual with a salary funded partially or entirely through this grant.
- Describe how you will leverage other state, federal or private funding, philanthropic or in-kind resource donations.

Appendix A Terminology Used in this RFP

- “Collective Impact” refers to the commitment of a group of stakeholders from different organizations, or sectors, to a common process for solving a specific problem, using a structured form of design and implementation.
- “Community Engagement” refers to a broad collaboration and participation between multiple sectors of the community for the mutually beneficial exchange of knowledge and resources to identify local needs and contribute to larger conversations on visioning planning which may include, but not limited to, parent groups and advocacy groups, city and business partners, student input, and educators.
- “Culturally Responsive” means the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles or diverse students to make learning more appropriate and effective for them.
- “Culturally Sustaining Pedagogy” refers to teaching that explores, honors, and sustains linguistic, literate and cultural pluralism of students and their families as part of the democratic nature of schooling.
- “Educator” refers to pre-school and K-12 teachers, administrators, principals, assistant principals, and other professionals and administrators responsible for managing schools and who are responsible for educating students through daily instructional practice
- “Empathy Interviews” refers to a semi-structured approach to collecting data to understand the context, uncover hidden needs, and guide improvement efforts from the vantage point of those that a system aims to serve, or the system user. Interviews begin with a pre-established series of questions and the freedom to ask follow-up questions that go more deeply when possible. Empathy interviews collect data through stories to help better understand system barriers.
- “Educator Network” refer to a collaboration of partners, such as local teachers, administrators, community members, and stakeholders, organized together in a collaborative learning process that holds early learning and K-12 teachers at the center of the work in order to improve outcomes for all Oregon students. In addition to metrics and outcomes identified at the local level, EAC Educator Networks may also share some statewide goals and common measures intended to improve the diversity, learning, and experience of the PK-12 educator workforce. Thus, efforts of individual educator networks can help reshape and strengthen systems of education to impact each educator across the state of Oregon. EAC Educator Networks leverage teacher expertise and leadership, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals.
- “Equity Lens” refers to the commitment and principles adopted by the Oregon Education Investment Board to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments.

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- “Fail Forward” refers to a process of when users test a change idea or solution on a small scale with the full understanding it may be modified or adapted to fit various local contexts.
- “Fiscal agent” refers to an established organization that may accept state funding on behalf of the network, retain supervision and control over the funds making sure they are used strictly for the sponsored network purposes, keep records proving the funds use, and provide reports to the EAC on its use. Schools districts, education service districts, and institutions of higher education that are members of a network are the only organizations that may serve as a fiscal agent of that network.
- “High-quality professional learning” is job-embedded and sustained over time rather than being a solitary event. Professional learning paired with time use approaches to enable transfer of learning and applied practice through follow-up, study groups, coaching and reflection.
- “Locally Developed” refers to stakeholders, or system users that may include educators, students, parents, district leaders and/or community members, come together to discuss the way challenges appear in their specific district, school, or organization. They seek to uncover the root causes of a problem, from the perspective of those that the system is aiming to serve, before identifying a solution. Once they understand the problem, they collaboratively create solutions.
- “Post-secondary Institution” refers to:
 - A community college operated under ORS chapter 341.
 - The following public universities
 - University of Oregon.
 - Oregon State University.
 - Portland State University.
 - Oregon Institute of Technology.
 - Western Oregon University.
 - Southern Oregon University.
 - Eastern Oregon University.
- “Pre-school” is family child care or an early childhood center-based program in which children between 0 and 5 years of age combine learning with play in a program run by professionally trained teachers.
- “Regional Educator Network” – refers to an entity in a designated region of the state selected by the EAC to serve as a Sponsoring Organization. RENs convene a coordinating body representing educator networks in the region, serve as a liaison with the EAC regarding technical assistance needs of the region, assist in leveraging regional resources, receive and distribute EAF funding to local school districts, and help document network outcomes. Based on specific expertise and need, a Regional Educator Network may also serve the same function as an “Educator Network”.
- “Request for Information (RFI)” - a process used to solicit information and aid in decision-making. The RFI will not result in a contract, but is intended to gather information for future decision making.

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- “Request for Proposal (RFP)” - a written, formal solicitation process where price and specification are not the only consideration in determining award criteria. This solicitation process is intended to result in a contract.
- “School” refers to a public elementary, middle school, high school, community college, or post-secondary institution offering a comprehensive instructional program. A school may include a discreet comprehensive instructional program within a larger school or college.
- “Sponsoring organization” refers to school districts, education service districts, nonprofit organizations, postsecondary institutions of education, federally recognized tribes of the state, or a consortia or combination of any of these groups willing to convene, facilitate, content, process, fiscal, and infrastructure support to participating school districts to meet the intent of SB 182.
- “Systems” refer to the product of interactions among the people engaged with it, the tools and materials they have at their disposal, the norms and policies that guide their work, the relationships between all these people/things, and the processes through which these people and resources come together to do work.
- “System Improvement” refers to when solutions are built locally, through a process of deeply understanding system variance and the experience of those being served. Equity-driven implementation focuses on adaptive implementation with integrity, not just fidelity.
- “System Variation” refers to when most school reform initiatives accept a wide variability in performance; the variation itself is what educator networks should be seeking to understand. Why is something working well for students in some classrooms, schools, or districts but not working well in others? For example, is there geographic or demographic variability that needs to be addressed?
- “Teachers” refers to credentialed educators who serve as classroom instructors in home-based or center-based pre-schools or K-12 school
- “Teacher Leaders” refers to teachers who may continue to teach students but who also have a role and influence that extends beyond their own classroom to others within the school and elsewhere.
- “Tested and Refined” refers to when teams begin small scale implementation once locally developed solutions are designed through an inclusive process. They run rapid, measured implementation cycles to collect data on the results prior to further testing out across the entire district. This allows solutions to be adapted to meet the local context of the district and school communities.
- “Underserved Students” are students whom systems have historically placed at risk related to race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, or geographic location.
- “User and User Centered” refers to when educators begin identifying systems that should be rebuilt to fit the needs of the end users— teachers, students, families, and communities— and bring these users into the process of designing solutions to systemic variation.

Appendix B Equity Lens Belief Statements

- o We believe everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.
- o We believe speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.
- o We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”
- o We believe the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.
- o We believe intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.
- o We believe ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.
- o We believe resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.
- o We believe communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.
- o We believe our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.
- o We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

Appendix C. Estimated EAC Funding Per School District

TO BE ADDED BY FISCAL WORK GROUP

DRAFT

Appendix D Application Cover Page (All Fields Must Be Completed)

Region: _____

Total # of students directly served: _____

Total # of educators directly served: _____

Total # of active partners: _____

Name of Regional Educator Network: _____

Project Director: _____

Mailing Address: _____

City: _____ State _____ Zip: _____

Phone _____ FAX: _____ E-mail: _____

Grant Fiscal Agent Name and Title: _____

Phone: _____ FAX: _____ E-mail: _____

2019 - 2021 Statement of Assurances

- The EAC Regional Educator Network assures and certifies compliance with regulations, policies, and requirements related to the acceptance and use of state funds for programs included in this application.
- The recipient or the senior designate agrees to carry out the intent of the EAC Regional Educator Network and use of funding as proposed in the application.
- By June, 2020 and June, 2021 the awardee shall submit all required documentation.
- Violations of the rules or laws may result in sanctions, which may include but are not limited to reduction or revocation of grant award.
- The EAC Regional Educator Network is responsible for adopting and adhering to the [Equity Lens](#).
- The applicant certifies, to the best of his/her knowledge, the accuracy of information in this application; that the filing of this application is duly authorized by the governing body of this organization, or institution, and compliance with the statement of assurances.
- The applicant certifies to the best of his/her knowledge the guidelines for Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) are being followed. It is a Federal law that protects the privacy of student education records.
- By signing the assurances included in this application, the EAC Regional Educator Network agree to cooperate with the EAC to collect and report requested data to the extent possible.

Please Print Name of Project
Director

Signature of Project Director

Date

Appendix E Statement of Commitment from Each School District and/or Education Service District in the Regional Educator Network

(Please duplicate if necessary and Print or Type)

Name of Partner: _____

Contact Name: _____ Title: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ FAX: _____ E-mail: _____

What are the contributions this partner will provide to enhance the EAC Regional Educator Network? What evidence can you provide on integral contributions of the partner to the work of the EAC Regional Educator Network? (financial, in-kind, materials, expertise, etc.)?

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Print Name of Authorized Agent_____
Signature of Authorized Agent_____
Date

**Appendix F List of Additional Partners
Sponsoring Organization**

The following individuals and/or organizations have reviewed, discussed, and agreed to their part in implementing the EAC Regional Education Network proposed in this grant application:

	Name	Title	Organization	Role/Responsibilities
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

***In addition, a signed commitment form is required from each of the following stakeholders:**

- **A School District**
- **A Postsecondary Institution**
- **A Nonprofit Organization or Community Partner**

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Appendix G

Sample Budget Worksheet

TO BE DEVELOPED PENDING FUNDING ALLOCATION FROM FISCAL WORK GROUP

DRAFT

Appendix H

EAC Regional Educator Network Grant Scoring Rubric and Guide

Applicants may use this as a guide when responding to the RFP.

TO BE DEVELOPED FOLLOWING EAC APPROVAL OF RFP

DRAFT



March 20, 2019

Docket Item: RFP Draft Template

Review Document for EAC Directors' First Reading of Complete Request for Proposals

EAC Directors were invited to read and provide feedback on the first section of the Request for Proposals and those edits have been made. We invite you now to respond to the complete RFP with the following in mind.

- A. How well does the RFP reflect the EAC's vision for the role that Sponsoring Organizations will play in relation to Educator Networks that will emerge?
- B. Although you may be reading the RFP from your current role, try to imagine reading this as a potential group seeking to write to the RFP...how clear is the language? Have we minimized education jargon unless necessary and have we provided definitions for confusing terms?
- C. What's missing from the RFP?
- D. What needs to be shortened?
- E. For those who enjoy wordsmithing, please feel free to indicate suggested edits.

Please bring this form to the next EAC meeting as we have scheduled time and an interactive protocol process during which you will be able to share your insights and perhaps add to your lists which we will collect at the end of the meeting.

As always thank you for your helpful thoughts and suggestions. Feel free to duplicate page 2 and include general questions, thoughts and comments at the end.

[illegible]

[illegible]



Name: _____ (optional)

EAC Meeting Feedback

1. What went well at the meeting?

2. What questions do you still have?

3. Do you have future agenda items for consideration?

4. What might we improve on?